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ABSTRACT

During the summer of 1976, all 1971-76 graduates (n=2,409) of Johnson County Community College (JCCC) were surveyed in order to determine trends among graduation classes with respect to demographic characteristics, opinions about JCCC, and activities since graduation. Of those surveyed, 34.7% responded. Results of the study indicated: (1) a steady increase in the percentage of female graduates and an upward shift in the mean age of graduates, from 23 to 26; (2) over one-fourth of the graduates who were 30 or older (primarily females) had not been employed prior to enrolling at JCCC; (3) JCCC attracted approximately 20% of the county high schools graduates each year; (4) the number of the graduates completing their JCCC degree programs within three years of high school graduation was rapidly diminishing; (5) approximately 40% of the graduates had attended another college prior to JCCC, most transferring from a four-year college; (6) the majority in each graduating class cited preparation for transfer as their main reason for attending JCCC but the percentage decreased from 90% of 1971 graduates to 54.6% of 1976 graduates, while the percentage citing job placement or advancement rose from 3.3% to 24.4%; (7) 85.3% desired to earn a baccalaureate, and over half of the 1971-73 graduates had already done so; and (8) overall, students who transferred rarely earned GPA's less than .50 lower than their JCCC GPA. Tabular survey data and the survey instrument are appended. (JDS)

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JCCC GRADUATE TRENDS

1971-1976

(Characteristics and Impressions)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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PREFACE

Providing quality education requires constant assessment of existing programs and services. Graduates of the college are one source from which information is needed. The purpose of the graduate follow-up of the classes of 1971-76 was to assess trends in student characteristics and impressions about the college.

The project required input from a large number of persons. All instructional deans and directors were asked for suggestions. The project was implemented by the college research staff (Dr. Elaine Tatham, Mike Quanty, Edwin Williams and Mary Killmer). In addition, one student, Barbara Dawson, participated in the data coding and compilation. Questions concerning the study should be addressed to Dr. Elaine Tatham, Research Director, or to Mike Quanty, who had major responsibility for the project.

Dr. Judith Eaton
Academic Vice President

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ABSTRACT

During summer 1976, all 1971-1976 graduates of JCCC were sent follow-up questionnaires. The purpose was to determine trends among graduation classes with respect to demographic characteristics, opinions about JCCC and activities since graduation.

JCCC is graduating a larger percentage of female students and the median age of graduates has increased from 20 in 1972 to 24 in 1976. Transfer preparation continues to be the major reason given by graduates for enrolling at JCCC, but the percentage attending JCCC for job placement/advancement is increasing. Evidence from an earlier study indicates the latter trend is even more pronounced among the general student population. Female and older students tend to be more job oriented while male and younger students tend to be more transfer oriented. The college's reputation and special education programs are also becoming increasingly important as reasons for selecting JCCC over another college.

A majority of JCCC graduates entered with no previous college experience and completed at least three full semesters of coursework at JCCC. Yet, about 40 percent had attended some college prior to JCCC. A large percentage of these students had attended four-year colleges in states other than Kansas or Missouri. Among the more recent graduates, a considerable number also had 45 or more hours of college credits prior to enrolling at JCCC. The average number of years between high school graduation and JCCC graduation has been gradually increasing and was 9 years for the class of 1976.

Prior to attending JCCC, more than 80% of the graduates were employed either full-time, part-time or during the summer. A similar percentage were employed while attending JCCC. Over one-fourth of the graduates who were ages 30 or more had not been employed prior to enrolling at JCCC. These graduates were primarily females.

The mean GPA for graduates has remained almost constant for each of the six graduation classes. The average for all classes was 3.34. Students who transferred tended to perform at their transfer institutions at approximately the same levels as they had while at JCCC. As a group, they performed at a high academic level. For the classes of 1971-1975, 66.1% of graduates who did transfer maintained GPAs of 3.00-4.00 at their transfer institutions. The most popular transfer institutions were Kansas Univeristy, Kansas State University and Avila College. Most transfers retained the same major they had at JCCC (50.6%) or one similar (33.7%).

The quality of education at JCCC was typically rated as excellent or above average, but non-classroom experiences were seen as average or poor by more than 50% of the graduates. Over 96% of the graduates would recommend JCCC to a friend.

Most (85.3%) of the graduate respondents indicated that they intend to earn degrees beyond the associate level. Over half the graduates from 1971-1973 had already earned at least a bachelor's degree.

Most (86.9%) graduates have been employed since leaving JCCC. Of those employed, the majority worked full-time (72.8%) in jobs related to training received at JCCC (56.9%) and felt their training adequately prepared them for their jobs (66.4%).

The changing student composition and reasons for attending JCCC have some implications. The high percentage of females with no work experience coupled with their interest in job placement or advancement will require continued emphasis on career counseling and placement assistance. The increasing importance of the college's reputation and special education programs as factors influencing students to enroll at JCCC emphasizes the need for maintaining and developing high quality programs to meet special needs and for keeping the community informed about these programs.

I. INTRODUCTION

Johnson County Community College has undergone several major changes since graduating its first class of 176 students in 1971. The college moved from temporary facilities to its new permanent campus in August, 1972. Enrollment increased dramatically during the early 1970's. New programs have been initiated and some early programs terminated. The college now appears to be in a transition phase. Enrollments have stabilized, the initial phase of construction has been completed, and the college administration has been reorganized. The College Master Plan is currently being examined and revised to reflect new institutional goals. It is a time to evaluate the past and to plan the future.

One of the best sources for evaluating the college is, of course, former students. They were personally involved with the college and provide the perspective of consumers evaluating a service. Therefore, all graduates of the college were sent a questionnaire regarding their experiences at the college. The questionnaire was designed to obtain three types of information: demographic characteristics, opinions about the college, and activities since graduation. Including all six graduation classes allowed for the assessment of any trends in student characteristics or opinions about the college.

II. METHODOLOGY

Questionnaire Development

The graduate follow-up questionnaire used in this survey was modeled after student opinion questionnaires developed earlier by the Office of

Institutional Research (4). Some of the questions were taken directly from earlier questionnaires, some were taken from questionnaires administered nation-wide, and others were unique to this instrument. Preliminary drafts of the survey were sent to interested staff members for comments and suggestions which were incorporated into the final version.

Subjects

Questionnaires were mailed on July 28-29, 1976 to every graduate of the college from 1971 through 1976. Each questionnaire was accompanied by a letter from the college president urging students to participate and assuring confidentiality. A pre-addressed postage-paid envelope was also included for return of the questionnaire. Copies of the questionnaire and cover letter are included in the Appendix. There were 2,409 graduates: 176 in 1971, 255 in 1972, 413 in 1973, 505 in 1974, 524 in 1975, and 536 in 1976. Responses were received from 701 graduates (29%): 30 from the class of 1971 (17%), 57 from 1972 (22%), 86 from 1973 (21%), 146 from 1974 (29%), 177 from 1975 (34%), and 205 from 1976 (38%). An additional 387 questionnaires (16.1%) were returned to the college as being undeliverable. Thus, the response rate from those whose questionnaires were not returned to the college was 34.7%. It cannot be ascertained how many other questionnaires were not delivered, but never returned to the college.

Representativeness of Sample

The major purpose of this study was to determine trends among graduation classes (i.e., how recent graduates compare to earlier graduates). Previous JCCC studies (2,4) have shown some differences between males and females with

respect to factors such as major reason for attending JCCC. Some researchers (e.g., Gannon, Northern and Carroll, 1971) have also noted that female response rates from mailed surveys tend to be higher than male response rates.

Therefore, for trends to be meaningful, the proportions of male and female respondents to the proportion of male and female graduates must be similar for all six graduation classes. There was no significant difference among the six classes ($\chi^2 = 4.65$, df = 5, $p > .20$). Any difference in response rate between males and females was relatively constant for all classes and inferences regarding trends should be valid.

The class of 1971 had some minor differences from other classes. That was JCCC's first graduation class and a large number of students over the age of 30 with previous credit hours elsewhere were enrolled. Perhaps the availability of a convenient college with low tuition may have encouraged them to complete their Associate of Arts degree. If data from this class are excluded, a number of the trends noted below become even more noticeable.

III. RESULTS

Demographic Characteristics (Tables 1 and 2)

The demographic characteristics of JCCC graduates have shifted from 1971-1976. In general, 1976 graduates were more likely to be female and older than graduates from previous classes. From 1972-1976 there has been a steady increase in the percentage of female graduates. This increase has

continued into 1977 when, for the first time, the college graduated more females (57.2%) than males (42.8%). The average age of graduates has risen from 23 in 1972 to 26 in 1976.

In a Spring 1976 survey (4) of a random sample of enrolled students, males and females were almost equally represented in the 17-19 year age range. On the current survey which sampled only graduates, however, over 60% of the 1976 graduates, ages 20 or less, were female. It may be that males, who are more likely to work full-time (see Table 13), require longer to complete degree requirements. Except for the class of 1971, however, the mean age for male and female graduates were approximately the same.

High Schools Attended (Table 3)

Overall, 55.9% of JCCC's graduates had graduated from Johnson County high schools, 11.7% from other Kansas high schools, 7.3% from Kansas City, Missouri high schools, 21.1% from other areas (or unspecified), and 4.0% had taken the GED.

The high school attendance figures obtained in this study for 1976 graduates are similar to the data for all students enrolled in Fall 1976, as shown below:

	1976 Graduate Sample	All Fall 1976 Students
Shawnee Mission Schools	40.6%	37.7%
Other Johnson County Schools	6.4	11.3
Other Schools	45.3	43.0
Unknown	3.3	3.2
Non-graduates/GED	4.4	4.8

Many of the graduates from out of state high schools are likely to be older students who have moved to Johnson County.

JCCC typically attracts approximately 20% of the graduating seniors from Johnson County high schools. Among Shawnee Mission schools, West sent the highest percentage of its graduates here (28.9%) in 1976 and East sent the fewest (13.9%). In the remainder of the county, Spring Hill had the

highest percentage of graduates enrolled (20.2%).

Associate Degree (Table 4)

Most JCCC graduates (51.2%) completed their Associate of Arts degree within three years of their high school graduation, but a substantial percentage (28.5%) completed high school ten years or more prior to receiving their Associate of Arts degree. In the 1976 class fewer than half of the students completed an Associate of Arts degree within four years of their high school graduation. Furthermore, 43.4% of the 1976 graduates spent eight years or more between high school graduation and JCCC graduation compared to percentages of 23.3%, 22.9%, 34.9%, 32.9% and 29.4% respectively for the first five graduation classes. This finding is consistent with the previous data and institutional statistics showing that the average age of JCCC students has increased. If the influx of older students continues, special programs for re-orienting them to the classroom might prove helpful and, in fact, become a growing necessity.

Previous College Experience (Table 5)

Substantial percentages (between 22.8% for 1972 and 56.7% for 1971) of JCCC graduates had attended other colleges prior to enrollment at JCCC. For the class of 1974, 1975 and 1976, about 40% had attended another college. The high percentage for 1971 may be misleading because students who entered with a high number of transfer hours and needed relatively few JCCC resident hours any time between 1969 and 1971 would be considered in the 1971 graduation class. (As Table 14 shows, one third of the 1971 graduates completed 30 or fewer credit hours at JCCC.) The availability of a convenient college may have encouraged some persons to make the effort to complete their degrees.

Most of those who transferred to JCCC had attended four-year colleges, with the greatest number coming from Kansas University or Kansas State University. A large number (13.7%) of 1976 graduates had completed 45 or more credit hours before enrolling at JCCC. Nearly 5% had over 64 credit hours. In fact, for the class of 1976, the mean number of previous credit hours was 47 for those students who had attended another college prior to JCCC. This increase in recent years may be partially related to the increasing number of female students who had a large number of credit hours prior to enrolling at JCCC. The mean number of previous hours for female students with college experience in 1976 was 59 compared to 34 for the males. This is a substantial increase over previous years where women averaged between 28 and 36 hours.

Reasons for Attending JCCC (Tables 6-10)

Although the majority of students in every graduation class cited preparation for transfer as the main reason for attending JCCC, the percentage decreased considerably for later classes (from 90.0% in 1971 to 54.6% in 1976). The percentage of graduates citing job placement or advancement as the main reason for attending JCCC has shown the opposite trend, having risen from 3.3% of 1971 graduates to 24.4% of 1976 graduates. The two main reasons graduates chose JCCC rather than some other college were because it was close to home and tuition was low. Nevertheless, location seems to have become less important for more recent graduates. The percentage who felt this was very important from the 1971 class was 86.7% while for the 1976 class it dropped to 62.0%. Conversely, larger percentages of 1976 graduates rated the college's reputation and special educational programs as very important than had earlier graduates.

The ratings given by 1972 and 1976 graduates on the current survey are similar to those obtained in previous surveys of students attending JCCC during those years (2, 4). However, 1976 graduates felt the college's good reputation and special education programs were somewhat more important that did students in general. Comparisons with national data (ACE, 1972 and 1975) show that more JCCC students consider the college's low tuition and close location to be very important than do students at other two-year colleges (See Table 7).

In each graduation class both males and females were most likely to cite transfer preparation as their major reason for attending JCCC. However, males were more likely than females to cite this reason and the percentage for both groups tended to decline each year. Job placement/advancement, on the other hand, was cited more often by females than males and was more likely to be cited by recent graduates.

These results are consistent with those obtained from a random sample of students surveyed in Spring 1976 (4). Results of that survey showed that 41.5% of the females and 30.3% of the males listed job preparation/improvement as the primary reason for attending JCCC while 34.6% of the females and 40.8% of the males cited transfer preparation. Results of the current survey for 1976 graduates are in the same direction as those above, but the percentages of both males and females citing transfer preparation are higher (64% for males and 47% for females) and the percentages citing job placement are smaller (16% for males and 32% for females). This is not surprising. In the earlier survey (4) students who indicated that they planned to transfer were more likely to plan to complete an Associate of Arts degree than those who did not plan to transfer. Thus, graduates are probably more interested in transferring than other students at JCCC.

The ratings given reasons for attending JCCC rather than another college were similar for male and female graduates. Females, though, did seem to be more influenced than males by their relatives (12% of the females said influence by relatives was very important v. 5% of the males). These differences were especially pronounced in early graduation classes. Females also appeared to be more impressed by the college's good reputation (29% rated this as very important v. 18% of the males). The ratings for this reason were, of course, considerably lower for initial graduating classes.

Older graduates were also less likely than younger graduates to cite transfer preparation as their main reason for attending JCCC. More recent graduates from all age groups also tended to be less likely to choose this option. The data from the Spring 1976 survey indicated that in general, students from all age groups, but especially older students, were less likely to cite transfer preparation than the graduates were. Graduates from all age groups, then, seem more interested in transferring than students in general.

Work Activities (Tables 11-13)

Overall more than 80% of JCCC's graduates were employed (part-time, full-time or summer) prior to enrolling at the college. A similar percentage also worked while attending JCCC although fewer were employed full-time (33.8% while attending v. 44.5% prior to attending). Graduates in the older age groups were more likely to have been employed full-time prior to enrolling at JCCC and while attending. Those in the upper age range (30 +), however, were also more likely to have not been employed at all. Over one-fourth (27.1%) of the graduates who were 30 or older had not been employed prior to enrolling and over one-third (33.7%) did not work while attending JCCC. These previously unemployed persons, age 30 or more were primarily females.

Males were considerably more likely than females to have been employed full-time before entering JCCC (58% v. 31%) and while attending the college (49% v. 18%). The percentage of females working full-time has increased moderately in recent years. For the class of 1976, 37% of the females had worked full-time prior to and 20% worked full-time while attending JCCC.

Credit Hour Data (Table 14)

In every class but 1971, over 60% of the graduates completed the equivalent of at least three full semesters of coursework (i.e., at least 45 credit hours) at JCCC. A substantial percentage of students in each graduation class reported taking more than 64 credit hours at the college.

Graduates' grade point averages were uniformly high. Over three-fourths (75.8%) reported GPA's of 3.00 or higher. The percentages of graduates who had taken courses under the credit/no credit grading system, courses offered via television, courses offered through the Brown and Gold Club or non-credit courses were relatively small for every class. The percentage having taken television courses rose steadily from 0.0% for the 1971 class to 8.8% for the 1976 class. (It should be noted, however, that television courses were not offered until about 1973.) The class of 1976 also had the highest percentage of students (12.2%) who had used the credit/no credit grading option.

Major Fields of Study (Table 15)

The most popular fields of study for JCCC graduates were business (21.7%) and general (16.7%). These data, however, are difficult to interpret. Since JCCC has no formal means of declaring majors, graduates' responses to an open ended question were coded to correspond to college programs. The percentage of graduates in vocational programs was 16.6% in 1971 and 35.7% in 1976. For the last few graduation classes, about one-third of the graduates perceived

their major as being a vocational program.

The Office of Institutional Research each year prepares a summary of graduates in which students are classified as either liberal arts or vocational students. Graduates are considered to be from vocational programs if their names appeared on the VE-50 forms submitted to the Kansas State Department of Education during the semester in which they graduated or the preceding semester. For the class of 1977, one-third of the graduates were again from vocational programs.

Impressions of JCCC (Tables 16-20)

Graduates' overall impression of JCCC seem to be quite favorable as evidenced by the fact that 96.4% said they would recommend JCCC to a friend and 84.3% rated the quality of the education they received as excellent (39.8%) or above average (44.5%). They were not, however, as well-disposed toward their non-classroom experiences; only 45.9% of the students rated these experiences as excellent (18.0%) or above average (27.9%).

Older graduates were somewhat more likely to rate both the quality of education and the quality of non-classroom experiences at JCCC favorably. Students in the twenty or less age range from the 1976 graduation class were less likely to rate their non-classroom experiences at JCCC as above average or excellent than students from that age range in previous graduation classes. The vast majority of students from each age group would recommend JCCC to a friend.

Male and female graduates had quite similar impressions of JCCC. A majority of both rated the quality of education as above average or excellent, but a majority also rated the non-classroom experiences at the college as average or poor.

Perceptions about the quality of education at JCCC may also be influenced by the respondents' fields of study (See Table 20).

Liked Most About JCCC

Graduates most frequently mentioned the availability, quality and interest of the instructors as what they liked most about JCCC. A large number of instructors were specified by name. In general, two out of five graduates indicated that some aspect of instruction was what they liked most about JCCC. Other factors mentioned frequently were convenience, class size, physical plant, low cost, relaxed atmosphere and flexibility of times courses were offered.

Liked Least About JCCC

One out of ten respondents cited some aspect of instruction as what they liked least about JCCC. Those responses can be categorized as follows:

Response	Frequency	Percentage
Instructors not qualified or unprepared	25	32%
Lack of demanding study requirement	9	12
Unfair grading practices	6	8
Teacher seemed uninterested	3	4
Miscellaneous	34	44

Factors other than instruction mentioned frequently as what was liked least about JCCC were: long distance from parking lot, lack of organized social activities and need for improved counseling services.

Would have changed at JCCC

Very few respondents indicated they would have changed anything at JCCC. The changes most frequently cited were: parking lots, more social activities, better counseling, better instructors, and improved registration procedures.

Additional Comments and Suggestions

Most of the additional comments and suggestions were positive about JCCC and primarily dealt with instruction. The only other major comment (made by

one out of 13 respondents) was that they would like to see JCCC become a four-year college.

Educational Aspirations (Tables 21-23)

Most (85.3%) of the graduate respondents indicated that they intended to earn degrees beyond the associate level and a substantial percentage (45.4%) plan to earn advanced degrees. Over half the graduates from 1971-1973 had already earned at least a bachelor's degree.

Older graduates were less likely to intend to extend their education beyond the associate or bachelor's degree levels. It is worth noting, however, that the percentage of those ages 20 or less planning to earn a degree beyond a bachelor's degree was 41.2% for the class of 1976 in contrast to 51.0% for all six combined graduation classes. Graduates in the oldest age group from recent classes were less likely than those from earlier classes to intend to seek advanced degrees. Percentages for this age group from the first three classes are based on rather small samples so this trend should be interpreted cautiously.

Female graduates were somewhat more likely than males to indicate that the Associate degree was the highest degree they intended to earn (16% v. 6%).

Employment of JCCC Graduates (Table 24)

Most (86.9%) graduates have been employed since leaving JCCC. Of those employed the majority worked full-time (72.8%) and in a job related to the training received at JCCC (56.9%). About two-thirds (66.4%) of the employed students felt that JCCC training provided adequate job preparation.

Transfer Schools Attended (Tables 25 and 26)

There appeared to be a large decline for the 1976 class in the percentage of students planning to transfer to other colleges. The percentage of 1976 graduates who said they intended to transfer was 57.1% compared to an average

of 71.6% for the five previous classes. The interpretation of this finding is not clear. The question asked was "Have you attended (or will be attending this fall) any two year or four year college or university since graduation from JCCC?" Since questionnaires were mailed in the summer of 1976, it is unlikely that many of the 1976 graduates had attended another school. Some of these respondents may have misinterpreted the question and felt that it applied only if they had actually attended another school. Others may have not known yet whether they had been accepted by a transfer school.

It is also possible that in each graduation class there is a fairly high percentage of students who work or wait for a year or more before attending another school. Such students might be counted in earlier years but not in 1976. The fact that the 1976 graduates did not differ substantially from those of previous years in terms of their educational objectives (i.e., degrees they intended to earn) would seem to indicate the difference obtained on this question may have been the result of one or more of the factors above and does not reflect a substantial change in the percentage of graduates who ultimately do transfer. On the other hand, fewer 1976 graduates listed preparation for transfer as their main reason for attending JCCC (see Table 6). Thus, further information will be needed before it can be determined if the percentage of graduates who transfer is declining.

The most popular transfer schools for JCCC graduates appear to be Kansas University, Kansas State University, and Avila College. Over 50% of the graduates who transferred attended one of these three colleges. The next most popular college was U.M.K.C., although it seems to have become somewhat less popular in recent years.

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Post-JCCC college attendance was also a function of age and sex. Older graduates and female graduates were less likely to have attended another college since their graduation from JCCC.

Difficulties Encountered at Transfer Schools (Table 27)

About 15% of those who transferred from the 1971-1975 graduation classes felt that the instruction they received at JCCC did not provide an adequate background for coursework at their transfer school. The most frequent complaints were that certain courses at JCCC were either too easy or not broad enough in terms of coverage. Over one-fourth (28.4%) of the transfers said they experienced difficulties adjusting to new environments at their transfer schools. The reasons cited most frequently by students for having coursework difficulty were: courses at the transfer school are more difficult (34.4%), more competition for grades (29.7%) and larger classes (27.6%). Overall 38.6% of the students said they experienced no difficulty and the percentage was lower for 1974 and 1975 graduates (35.4% and 29.7%, respectively), than for 1972 and 1973 graduates.

Transfer School Data (Tables 28 and 29)

Grade Point Averages at Transfer Schools: Despite the difficulties cited in the previous section most graduates seem to have performed well at their transfer schools; 66.1% reported grade point averages of 3.00 or better. Only 1.2% had less than a 2.00 average and 9.8% had failed a course. The graduates tended to obtain GPA's at the transfer institution which were reasonably comparable to their JCCC GPA's. That result has been a consistent finding in a number of previous studies (1, 3). Students who transfer rarely obtain a transfer school GPA less than 0.50 lower than their JCCC GPA.

Graduation Status of JCCC Graduates Who Transferred, 1971-74: A majority (57.8%) of the students who graduated from JCCC in 1974 or earlier and transferred to another institution had graduated from their transfer school. The percentage for the 1974 class (35.7%), however, was substantially lower than that for the earlier classes (82.6%, 75.0% and 71.6%). Apparently most JCCC graduates take more than two additional years to acquire a bachelor's degree.

Relation of JCCC Field of Study to Transfer Major: JCCC graduates tended to major in the same area or one related to their JCCC studies when they transferred. The class of 1971 was the only one in which less than half (26.1%) the graduates majored in the same field of study when they transferred. Apparently the curriculum is varied enough that most students can find a program to suit their transfer needs. For the 1972-1975 classes, however, the percentage of students who transfer to unrelated majors has been rising (from 9.1% in 1972 to 16.8% in 1975).

Comparison Between JCCC and Transfer Schools' Instruction: Graduates felt that the instruction they received at JCCC compared favorably with that at their transfer institutions. Most (53.8%) students felt there were no differences, but 28.0% felt the instruction at JCCC was superior compared to 18.2% who felt that their transfer school provided a better quality of instruction.

IV. IMPLICATIONS

With the changing student composition and reasons for attending JCCC, programs to meet special needs may become increasingly important. For example, re-orientation programs for students who have been away from the classroom for a number of years might aid their transition back to academic demands.

The high percentage of females with no work experiences coupled with their interest in job placement or advancement will require continued emphasis on

career counseling and placement assistance.

Those planning to transfer to large universities may need an opportunity to become familiar with some of the differences between JCCC and the transfer institution. Such a familiarization program might make the transition easier.

The graduates felt that instruction generally was what they liked most about JCCC. Yet, there was some expression that certain aspects of instruction needed improvement. Thus, JCCC, like other educational institutions, is faced with the constant challenge of striving for excellence in all areas. There may also be a need to re-examine existing methods of staff evaluation.

The increased importance of the college's reputation and special education programs as factors influencing students to enroll at JCCC and the favorable ratings given by graduates indicate that the college is gaining stature within the community. It also points up the need for continued evaluation of existing programs and careful planning of new programs to assure that high standards of excellence are maintained. In addition, the college should keep the community informed about new and existing programs.

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TABLE 1

DEMOGRAPHIC CHARACTERISTICS OF JCCC GRADUATES
1971-1976

Characteristic	Graduation Class 1971 (N=30)	1972 (N=57)	1973 (N=86)	1974 (N=146)	1975 (N=177)	1976 (N=205)	Overall (N=701)
Age at Graduation:							
18 or Less	0.0%	1.7%	2.3%	0.7%	0.6%	1.5%	1.1%
19	6.7	19.3	14.0	11.0	12.4	10.2	12.0
20	40.0	31.6	33.7	30.1	32.2	22.4	29.4
21	13.3	10.5	11.6	8.9	7.3	9.3	9.3
22	0.0	5.3	2.3	8.9	3.4	3.9	4.6
23	3.4	3.5	3.5	4.8	5.1	2.4	3.8
24	3.3	1.8	0.0	2.1	5.7	4.4	3.4
25 - 29	10.0	10.5	8.2	8.2	10.7	20.5	12.7
30 - 34	0.0	7.0	8.1	9.6	10.2	10.7	9.3
35 - 39	13.3	5.3	7.0	8.2	6.2	4.9	6.6
40 - 54	10.0	3.5	9.3	7.5	5.1	9.3	7.4
55 - +	0.0	0.0	0.0	0.0	1.1	0.5	0.4
Mean Age	25.1	23.3	24.9	25.2	25.1	26.3	25.3
Median Age	21.0	20.0	20.5	21.0	21.0	24.0	21.0
Sex:*							
Male	59.1	64.7	61.3	58.4	55.7	51.7	57.5
Female	40.9	35.3	38.7	41.6	44.3	48.3	42.5
High School Graduate:							
Yes	93.3	96.5	97.7	96.6	94.3	94.6	95.4
No	0.0	0.0	0.0	0.7	0.6	1.0	0.6
GED	6.7	3.5	2.3	2.7	5.1	4.4	4.0

*These percentages for males and females are for the population. The sample which responded to the survey had a slightly higher proportion of females. (See Appendix).

Note.--See also Tables 2 and 3.

TABLE 2

AGE DISTRIBUTION OF MALE AND FEMALE GRADUATES
1971 - 1976

Age at Graduation	Graduation Class 1971	1972	1973	1974	1975	1976	Overall
Males by Age							
20 or Less	28.6%	48.6%	57.1%	36.0%	37.8%	28.7%	38.4%
21 - 29	35.7	37.1	22.5	38.7	42.2	45.8	38.9
30 - +	35.7	14.3	20.4	25.3	20.0	25.5	22.7
Females by Age							
20 or Less	62.5	59.1	40.6	47.9	52.9	38.8	46.8
21 - 29	25.0	22.7	29.7	26.8	21.8	36.0	28.5
30 - +	12.5	18.2	29.7	25.3	25.3	25.2	24.7
Age 20 or Less							
Males	28.6	56.7	65.1	44.3	42.5	38.6	46.0
Females	71.4	43.3	34.9	55.7	57.5	61.4	54.0
Age 21 - 29							
Males	55.6	72.2	50.0	60.4	66.7	51.8	58.6
Females	44.4	27.8	50.0	39.6	33.3	48.2	41.4
Age 30 +							
Males	71.4	55.6	47.6	51.4	45.0	46.2	48.8
Females	28.6	44.4	52.4	48.6	55.0	53.8	51.2
Mean Age							
Males	27.6	23.5	24.4	25.2	25.1	26.3	25.3
Females	23.0	23.0	25.7	25.4	24.9	26.5	25.3

Note.--See also Table 1

TABLE 3

HIGH SCHOOLS ATTENDED BY JCCC GRADUATES
1971 - 1976

High School	Graduation Class 1971 (N=30)	1972 (N=57)	1973 (N=86)	1974 (N=146)	1975 (N=177)	1976 (N=205)	Overall (N=701)
Shawnee Mission North	23.3%	22.8%	15.1%	8.9%	13.6%	9.8%	12.8%
South	16.7	14.0	7.0	13.0	10.7	9.3	10.8
East	16.7	10.5	8.1	3.4	6.8	3.9	6.1
West	0.0	12.3	9.3	13.7	7.9	12.7	10.7
Northwest	0.0	1.8	9.3	5.5	6.2	4.9	5.4
Springhill, Blue Valley, DeSoto	0.0	0.0	1.2	0.0	2.3	0.5	0.9
Olathe	0.0	0.0	1.2	3.4	3.4	3.9	2.9
Miege	16.7	3.5	5.8	4.1	3.4	1.5	3.9
St. Joseph	3.3	5.3	2.3	2.7	2.8	0.5	2.3
Kansas School for the Deaf	0.0	0.0	0.0	0.0	0.6	0.0	0.1
Kansas-Kansas City Area	3.3	1.8	3.5	6.8	1.1	2.9	3.3
Other Kansas	0.0	3.5	3.5	7.5	7.9	14.1	8.4
Missouri-Kansas City Area	0.0	0.0	4.7	10.3	9.1	7.8	7.3
Other Missouri	0.0	3.5	9.3	0.7	1.1	1.5	2.3
Other States	13.3	14.0	16.3	10.3	13.0	18.0	14.4
Other Countries	0.0	0.0	0.0	0.7	0.0	1.0	0.4
Took GED	6.7	3.5	2.3	2.7	5.1	4.4	4.0
Not Specified	0.0	3.5	1.1	6.3	5.0	3.3	4.0

Note.--See also Tables 1 and 4.

TABLE 4

NUMBER OF YEARS BETWEEN HIGH SCHOOL GRADUATION AND JCCC GRADUATION
1971 - 1976

Characteristic	Graduation Class 1971 (N=30)	1972 (N=57)	1973 (N=86)	1974 (N=146)	1975 (N=177)	1976 (N=205)	Overall (N=701)
Number of years between high school graduation and JCCC graduation:							
1	0.0%	0.0%	4.7%	2.7%	2.8%	1.5%	2.3%
2	50.0	50.9	44.2	38.4	40.7	31.2	39.1
3	10.0	12.3	11.6	7.5	9.6	10.2	9.8
4	3.3	5.3	2.3	8.9	2.3	3.9	4.4
5	6.7	0.0	1.1	4.1	4.5	4.4	3.7
6	0.0	5.3	1.2	4.1	6.2	3.4	4.0
7	6.7	3.5	0.0	1.4	4.5	2.0	2.6
8	3.3	3.5	5.8	2.7	0.6	5.4	3.4
9	3.3	1.7	0.0	1.4	2.2	3.9	2.3
10	0.0	0.0	3.5	1.4	2.3	4.4	2.6
11	0.0	1.7	1.1	0.0	2.8	2.9	1.8
12	0.0	1.8	1.2	1.4	2.3	3.9	2.3
13+	16.7	14.0	23.3	26.0	19.2	22.9	21.7
Mean	6.3	5.5	7.1	7.9	7.2	8.8	7.6

TABLE 5

PREVIOUS COLLEGE EXPERIENCE OF JCCC GRADUATES
1971 - 1976

	Graduation Class						
	1971 (N=30)	1972 (N=57)	1973 (N=86)	1974 (N=146)	1975 (N=177)	1976 (N=205)	Overall (N=701)
Other colleges attended prior to enrollment at JCCC:							
None	43.3%	77.2%	70.9%	58.2%	65.5%	60.5%	63.2%
Kansas University	10.0	0.0	1.2	6.8	6.2	7.3	5.7
Kansas State	3.3	5.3	2.3	6.8	0.6	5.4	4.0
Wichita	0.0	0.0	0.0	1.4	0.6	1.0	0.7
Emporia	0.0	0.0	0.0	0.7	1.1	1.5	0.9
Fort Hays	0.0	0.0	0.0	0.0	0.6	1.5	0.6
Pittsburgh	0.0	0.0	0.0	1.4	0.6	0.5	0.6
Private Kansas 4 year	3.3	3.5	7.0	2.1	2.3	1.0	2.6
Avila	0.0	0.0	0.0	0.0	0.5	0.5	0.3
Rockhurst	0.0	0.0	0.0	1.4	1.7	0.5	0.8
UMKC	3.3	1.8	3.5	1.4	2.3	0.5	1.7
UMC	0.0	1.7	0.0	0.0	0.0	0.4	0.3
Other Missouri 4 year	0.0	0.0	1.1	0.7	1.7	0.0	0.7
Other 4 year	16.7	7.0	8.1	8.9	9.0	15.1	10.8
Kansas Community Colleges	6.7	1.7	4.7	6.2	1.7	2.9	3.6
Metro Community Colleges	13.4	1.8	1.2	2.0	5.1	1.0	2.9
Other Community Colleges	0.0	0.0	0,0	2.0	0.5	0.4	0.7
College credit hours completed prior to enrollment at JCCC:							
Did not attend another college	43.3	77.2	70.9	58.2	65.5	60.5	63.2
15 or less	13.4	7.0	12.8	17.2	10.2	10.2	11.9
16-30	23.3	8.8	9.3	10.3	8.5	7.8	9.4
31-45	16.7	5.3	3.5	8.2	9.0	7.8	7.8
45-64	0.0	0.0	3.5	3.4	5.1	9.3	5.1
+ 64	3.3	1.7	0.0	2.7	1.7	4.4	2.6
Mean for those who attended	26.8	31.9	24.7	31.1	33.2	47.4	36.0

TABLE 6

MAJOR REASONS GIVEN BY GRADUATES FOR ATTENDING JCCC
1971-1976

Question	Graduation Class 1971 (N=30)	1972 (N=57)	1973 (N=86)	1974 (N=146)	1975 (N=177)	1976 (N=205)	Overall (N=701)
Main reason for attending JCCC:							
Prepare for transfer	90.0%	77.2%	67.4%	61.0%	61.0%	54.6%	62.5%
Job placement/advancement	3.3	14.0	11.6	19.9	19.8	24.4	19.0
General education/appreciation of ideas	6.7	1.8	7.0	4.1	8.5	4.9	5.7
Self-understanding/personal development	0.0	3.5	2.3	5.5	0.6	2.4	2.6
Veteran's benefits	0.0	0.0	1.2	0.7	0.0	2.0	0.9
Other	0.0	3.5	8.1	8.2	10.1	11.2	8.8
None cited	0.0	0.0	2.4	0.6	0.0	0.5	0.5
Reasons for attending JCCC rather than some other college:							
(percentage rating reason "Very Important")							
My relatives wanted me to come here.	13.3	12.3	9.3	11.6	6.2	5.4	8.3
This college has a very good reputation.	3.3	12.3	23.3	22.6	21.5	31.2	23.3
Because of low tuition.	46.7	59.6	51.2	46.6	54.8	49.3	51.1
Someone who had been here before advised me to go.	3.3	5.3	5.8	8.9	11.9	9.8	9.0
Thought it would be easier than other schools.	0.0	5.3	4.7	4.8	3.4	2.4	3.6
I was not accepted anywhere else	0.0	0.0	0.0	1.4	0.0	2.0	0.9
My guidance counselor advised me to go.	0.0	1.8	1.2	2.7	3.4	1.5	2.1
This college was close to home.	86.7	71.9	69.8	67.8	63.8	62.0	66.5
Because of the special educational programs offered.	10.0	29.8	25.6	29.5	33.3	36.1	31.1

Note.--See also Tables 7, 8, 9 and 10.

TABLE 7

REASONS RATED VERY IMPORTANT IN SELECTING
THIS COLLEGE
1972 and 1976

Reasons	All JCCC Students	JCCC Graduates	National ACE*
Relatives wanted me to go			
1972	7.1%	12.3%	10.5%
1976*	6.6	5.4	8.7
College has a good reputation			
1972	13.9	12.3	31.2
1976*	18.9	31.2	33.5
Low Tuition			
1972	51.3	59.6	27.5
1976*	47.3	49.3	35.2
Advice of Someone who had attended			
1972	10.7	5.3	16.4
1976*	7.7	9.8	14.8
Special Education Programs			
1972	30.0	29.8	27.0
1976*	23.2	36.1	27.7
Advice of guidance counselor			
1972	4.0	1.8	8.6
1976*	2.3	1.5	9.8
Close to home			
1972	56.2	71.9	21.2
1976*	61.1	62.0	23.6

*The American Council on Education (ACE) conducts a yearly national study. One question deals with the reasons that influence college selection. The ACE data used are for fall 1972 and 1975.

Note.--See also Tables 6, 8, and 10.

TABLE 8

MAJOR REASONS GIVEN FOR ATTENDING JCCC
BY MALE AND FEMALE GRADUATES
1971-1976

Question	1971 M	1971 F	1972 M	1972 F	1973 M	1973 F	1974 M	1974 F	1975 M	1975 F	1976 M	1976 F	Overall M	Overall F
Main reason for attending JCCC:														
Prepare for transfer.	100%	81%	80%	73%	78%	57%	73%	49%	65%	56%	64%	47%	71%	54%
Job placement/advancement.	0	6	17	9	8	17	11	30	17	23	16	32	13	25
General education.	0	13	0	4	6	9	5	3	9	8	5	4	6	6
Self-understanding.	0	0	0	9	2	3	5	5	0	1	2	3	2	3
Veteran's benefits.	0	0	0	0	2	0	1	0	0	0	3	1	1	0
Other	0	0	3	5	4	14	5	13	9	12	10	13	7	12
Reasons for attending JCCC rather than some other college:														
(percentage rating reason "Very Important")														
Relatives preferred JCCC.	0%	25%	9%	18%	2%	19%	8%	15%	4%	8%	4%	6%	5%	12%
College has good reputation.	7	0	9	18	20	27	16	30	16	28	24	5	18	29
Because of low tuition.	43	50	57	64	55	46	47	47	47	63	44	54	48	54
Alumni's advice.	0	6	6	5	6	5	11	7	10	14	10	10	9	9
Easier than other schools.	0	0	6	5	8	0	8	1	3	3	2	3	5	2
Not accepted anywhere else.	0	0	0	0	0	0	1	1	0	0	2	2	1	1
Close to home.	93	81	71	73	71	68	72	63	53	75	62	62	65	68
Special educational programs.	14	6	31	27	20	32	25	34	32	34	28	43	27	35
Guidance counselor advised.	0	0	3	0	0	3	4	1	3	3	0	3	2	2

TABLE 9

MAJOR REASONS FOR ATTENDING JCCC GIVEN BY
GRADUATES FROM DIFFERENT AGE GROUPS
1971 - 1976

Major Reason	1971	1972	1973	1974	1975	1976	Overall
Ages 20 or Less							
Prepare for transfer	85.7%	80.0%	90.5%	73.8%	72.5%	67.1%	75.4%
Job placement/advancement	7.1	13.3	2.4	14.7	8.8	21.4	12.5
Other*	7.2	6.7	7.1	11.5	18.7	11.5	12.1
Ages 21 - 29							
Prepare for transfer	88.9	83.3	50.0	60.4	56.1	54.9	59.3
Job placement/advancement	0.0	11.1	27.3	25.0	24.6	25.6	23.3
Other*	11.1	5.6	22.7	14.6	19.3	19.5	17.4
Ages 30 +							
Prepare for transfer	100.0	55.6	45.0	41.7	45.0	38.5	45.1
Job placement/advancement	0.0	22.2	15.0	22.2	35.0	26.9	25.0
Other*	0.0	22.2	40.0	36.1	20.0	34.6	29.9

Note.--See also Tables 6, 7 and 10.

*Includes general education, self-understanding, and veteran's benefits.

TABLE 10

MAJOR REASONS FOR ATTENDING JCCC GIVEN BY 1976 GRADUATES
AND A RANDOM SAMPLE OF STUDENTS BY SELECTED AGE GROUPS

Age Group	Transfer Preparation	Job Placement/Advancement	Other
Graduates (Age 20 or Less)*	67.1%	21.4%	11.5%
All Students (Age 17-19)	50.0	23.0	27.0
Graduates (21 - 29)	54.9	25.6	19.5
All Students (20 - 29)	36.3	36.8	26.9
Graduates (30 +)	38.5	26.9	34.6
All Students (30 +)	15.5	60.9	23.6
All Ages			
Graduates	54.6	24.4	21.0
All Students	37.6	35.9	26.5

*The youngest age group for graduates was set at 20 rather than 19, since few students graduate until they are at least 20 years old.

Note.--See also Tables 6, 7, 8 and 9.

TABLE 11

EMPLOYMENT STATUS OF GRADUATES PRIOR TO JCCC
ATTENDANCE BY SELECTED AGE GROUPS
1971-1976

Employment Prior to JCCC	Graduation Class						
	1971	1972	1973	1974	1975	1976	Overall
Age 20 or Less							
Full-time	14.3%	20.0%	16.3%	22.9%	17.5%	11.4%	17.1%
Part-time	57.1	40.0	48.8	45.9	52.5	50.0	49.0
Summers Only	14.3	26.7	25.6	19.7	17.5	27.2	22.2
No	14.3	13.3	9.3	11.5	12.5	11.4	11.7
Age 21 - 29							
Full-time	66.7	77.7	59.1	52.1	71.9	69.9	66.3
Part-time	22.2	11.1	22.7	29.2	14.0	8.4	16.0
Summers Only	0.0	5.6	4.6	2.1	8.8	8.4	6.3
No	11.1	5.6	13.6	16.6	5.3	13.3	11.4
Age 30 - +							
Full-time	71.4	77.8	47.6	56.8	65.0	67.3	62.7
Part-time	14.3	0.0	23.8	5.4	7.5	11.5	10.2
Summers Only	0.0	0.0	0.0	0.0	0.0	0.0	0.0
No	14.3	22.2	28.6	37.8	27.5	21.2	27.1
All Ages							
Full-time	43.3	47.4	34.9	41.1	45.8	49.3	44.5
Part-time	36.7	24.5	36.0	30.1	29.9	23.4	28.7
Summers Only	6.7	15.8	14.0	8.9	10.7	12.7	11.6
No	13.3	12.3	15.1	19.9	13.6	14.6	15.2

Note.--See also Tables 12 and 13.

TABLE 12

EMPLOYMENT STATUS OF GRADUATES DURING JCCC ATTENDANCE
BY SELECTED AGE GROUPS
1971 - 1976

Employment while attending JCCC	Graduation Class						
	1971	1972	1973	1974	1975	1976	Overall
Ages 20 or Less							
Full-time	14.3%	36.7%	18.6%	21.3%	23.7%	16.0%	21.5%
Part-time	57.1	56.6	65.1	63.9	57.5	71.0	62.7
Summers Only	14.3	6.7	9.3	6.6	6.3	4.3	6.7
No	14.3	0.0	7.0	8.2	12.5	8.7	9.1
Ages 21 - 29							
Full-time	44.5	38.9	40.9	33.3	36.8	42.5	38.4
Part-time	44.4	55.5	45.5	50.0	43.9	41.3	44.7
Summers Only	0.0	0.0	4.5	0.0	0.0	5.0	2.1
No	11.1	5.6	9.1	16.7	19.3	11.3	14.8
Ages 30 - +							
Full-time	57.1	55.6	42.9	56.8	45.0	49.0	49.4
Part-time	14.3	11.1	38.1	8.2	17.5	15.7	16.9
Summers Only	0.0	0.0	0.0	0.0	0.0	0.0	0.0
No	28.6	33.3	19.0	25.0	37.5	35.3	33.7
All Ages							
Full-time	33.3	40.4	30.2	34.3	32.8	34.2	33.8
Part-time	43.3	49.1	53.5	45.2	44.1	43.9	45.8
Summers Only	6.7	3.5	5.8	2.7	2.8	3.4	3.6
No	16.7	7.0	10.5	17.8	20.3	18.5	16.8

Note.--See also Tables 11 and 13.

TABLE 13

EMPLOYMENT STATUS OF MALE AND FEMALE GRADUATES
BEFORE AND DURING JCCC ATTENDANCE
1971-1976

	1971		1972		1973		1974		1975		1976		Overall	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F
Employed prior to JCCC attendance:														
Full-time	72%	19%	57%	32%	43%	24%	57%	24%	58%	33%	64%	37%	58%	31%
Part-time	14	56	20	32	35	38	27	34	26	35	12	33	22	35
Summers only	7	6	17	13	12	16	7	11	10	11	16	10	12	11
No	7	19	6	23	10	22	9	31	6	21	8	20	8	23
Employed while attending JCCC:														
Full-time	57%	13%	51%	23%	41%	16%	52%	15%	46%	19%	51%	20%	49%	18%
Part-time	29	56	43	59	43	68	37	54	38	51	32	54	37	55
Summers only	14	0	6	0	8	3	3	3	1	5	4	3	4	3
No	0	31	0	18	8	13	8	28	15	25	13	23	10	24

Note.--See also Tables 11 and 12.

TABLE 14

JCCC CREDIT HOUR DATA FOR GRADUATES
1971-1976

Question	Graduation Class 1971	1972	1973	1974	1975	1976	Overall
Credit hours taken at JCCC:							
15 or less	16.6%	1.8%	7.0%	8.9%	9.6%	11.2%	9.3%
16 - 30	16.7	7.0	9.3	10.3	11.9	8.3	10.0
31 - 45	20.0	12.3	7.0	14.4	11.3	15.6	13.1
45 - 63	26.7	42.1	44.2	45.9	43.5	42.5	42.9
64+	20.0	36.8	32.5	20.5	23.7	22.4	24.7
Mean	48.8	58.1	56.4	54.3	54.2	53.0	54.3
Overall GPA at JCCC:							
3.50 - 4.00	33.3	38.6	36.0	45.2	42.4	50.3	43.8
3.00 - 3.49	46.7	36.8	41.9	29.5	31.6	26.3	32.0
2.50 - 2.99	16.7	19.3	17.4	19.9	20.3	18.1	19.0
2.00 - 2.49	3.3	3.5	3.5	2.7	4.5	2.4	3.3
Not given	0.0	1.8	1.2	2.7	1.2	2.9	2.0
Mean GPA	3.30	3.31	3.31	3.35	3.32	3.39	3.34
Took courses at JCCC:							
Under credit/no credit grading system	3.3	5.3	9.3	6.2	7.9	12.2	8.6
Offered via television	0.0	1.8	2.3	3.4	6.2	8.8	5.3
Through Brown and Gold Club	0.0	0.0	0.0	0.0	0.0	0.5	0.1
That were non-credit courses	0.0	3.5	9.3	5.5	9.6	6.3	6.8

TABLE 15

MAJOR FIELDS OF STUDY OF JCCC GRADUATES*
1971-1976

Major Field of Study	Graduation Class 1971 (N=30)	1972 (N=57)	1973 (N=86)	1974 (N=146)	1975 (N=177)	1976 (N=205)	Overall (N=701)
Data Processing	3.3%	0.0%	1.2%	3.4%	4.5%	5.4%	3.7%
Dental Hygiene	0.0	0.0	0.0	4.1	4.1	4.9	3.3
Drafting	0.0	1.8	0.0	0.0	0.6	2.4	1.0
Electronics	0.0	1.8	1.2	0.0	1.1	1.0	0.9
Fashion Merchandising	0.0	0.0	1.2	2.1	1.7	3.4	2.0
Journalism	0.0	1.8	0.0	3.4	0.0	2.0	1.4
Law Enforcement	0.0	3.5	7.0	8.2	5.1	4.9	5.6
Marketing Management	3.3	0.0	2.3	0.0	1.1	0.5	0.9
Nursing	0.0	3.5	11.6	6.8	8.5	7.3	7.4
Respiratory Therapy	0.0	1.8	2.3	1.4	2.8	0.5	1.6
Secretarial Careers	6.7	5.3	2.3	2.7	2.3	3.4	3.1
General	26.7	28.1	17.4	16.4	11.9	16.1	16.7
Business	26.7	19.3	16.3	19.9	22.6	24.4	21.7
Communications	10.0	0.0	7.0	3.4	9.0	1.0	4.6
Engineering	0.0	8.8	0.0	4.8	2.8	3.9	3.6
Humanities	10.0	5.3	0.0	5.5	5.1	2.4	4.0
Mathematics	3.3	3.5	2.3	0.7	1.1	2.0	1.7
Natural Sciences	3.3	3.5	10.5	5.5	6.8	3.4	5.6
Physical Development	0.0	0.0	1.2	0.7	1.1	1.5	1.0
Social Sciences	0.0	8.8	4.7	3.4	2.3	4.9	4.0
Emergency Medical Technician	0.0	0.0	0.0	0.0	0.6	0.0	0.1
Aviation	3.3	0.0	5.8	0.7	0.0	0.0	1.0
Medical Secretary	0.0	0.0	0.0	1.4	0.0	0.0	0.3
Not Given	3.4	3.2	5.7	5.5	5.0	4.7	4.8

*These are the fields of study reported by the respondents. Majors are not formally declared at JCCC.

TABLE 16

RATINGS OF OVERALL QUALITY OF EDUCATION AT JCCC
BY GRADUATES OF SELECTED AGE GROUPS
1971 - 1976

Overall Quality of JCCC Education	Graduation Class 1971	1972	1973	1974	1975	1976	Overall
Ages 20 or Less							
Excellent	42.9%	46.7%	40.5%	39.4%	27.8%	38.6%	37.2%
Above Average	42.9	36.7	40.5	42.6	55.7	42.8	45.2
Average	14.2	13.3	16.6	16.4	15.2	18.6	16.2
Poor	0.0	3.3	2.4	1.6	1.3	0.0	1.4
Ages 21 - 29							
Excellent	22.2	55.6	27.3	44.7	36.9	45.7	41.5
Above Average	55.6	33.3	54.5	46.8	49.1	38.3	44.4
Average	22.2	11.1	13.6	8.5	14.0	14.8	13.3
Poor	0.0	0.0	4.6	0.0	0.0	1.2	0.8
Ages 30 - +							
Excellent	28.6	55.6	47.6	40.5	40.0	42.3	42.1
Above Average	42.8	33.3	42.9	48.7	50.0	36.5	43.4
Average	28.6	11.1	9.5	10.8	10.0	21.2	14.5
Poor	0.0	0.0	0.0	0.0	0.0	0.0	0.0
All Ages							
Excellent	33.3	50.9	38.8	41.4	33.5	42.4	39.8
Above Average	46.7	35.1	44.7	45.5	52.3	39.4	44.5
Average	20.0	12.3	14.1	12.4	13.6	17.7	14.8
Poor	0.0	1.7	2.4	0.7	0.6	0.5	0.9

Note.--See also Table 19.

TABLE 17

OVERALL RATINGS OF NON-CLASSROOM EXPERIENCES AT JCCC BY GRADUATES OF SELECTED AGE GROUPS 1971 - 1976

Overall JCCC Non-classroom Experience	Graduation Class						
	1971	1972	1973	1974	1975	1976	Overall
Ages 20 or Less							
Excellent	21.4%	21.4%	24.4%	11.7%	18.0%	10.1%	16.2%
Above Average	50.0	35.7	24.4	28.3	29.5	17.4	27.2
Average	14.3	14.3	36.6	31.7	41.0	56.5	38.3
Poor	14.3	28.6	14.6	28.3	11.5	16.0	18.3
Ages 21 - 29							
Excellent	0.0	23.5	9.1	10.4	19.6	21.1	16.7
Above Average	25.0	23.5	27.3	33.3	30.4	23.7	27.8
Average	75.0	47.1	54.5	52.1	30.4	43.4	44.5
Poor	0.0	5.9	9.1	4.2	19.6	11.8	11.0
Ages 30 - +							
Excellent	20.0	50.0	21.1	21.9	20.0	24.0	23.4
Above Average	20.0	0.0	36.8	34.4	30.0	28.0	29.2
Average	40.0	50.0	36.8	37.5	50.0	36.0	40.9
Poor	20.0	0.0	5.3	6.2	0.0	12.0	6.5
All Ages							
Excellent	14.9	26.4	19.5	13.6	19.0	17.9	18.0
Above Average	37.0	26.4	28.0	31.4	29.9	22.6	27.9
Average	37.0	30.2	41.5	40.0	39.6	46.2	41.0
Poor	11.1	17.0	11.0	15.0	11.5	13.3	13.1

Note.--See also Table 19.

TABLE 18

WILLINGNESS OF GRADUATES BY SELECTED
AGE GROUPS TO RECOMMEND JCCC
1971 - 1976

Would Recommend JCCC To Friend	Graduation Class 1971	1972	1973	1974	1975	1976	Overall
Ages 20 or Less							
Yes	92.3%	96.6%	95.3%	98.0%	92.4%	94.1%	94.9%
No	7.7	3.4	4.7	2.0	7.6	5.9	5.1
Ages 21 - 29							
Yes	100.0	88.9	95.2	96.0	100.0	97.6	97.0
No	0.0	11.1	4.8	4.0	0.0	2.4	3.0
Ages 30 - +							
Yes	100.0	100.0	100.0	100.0	97.4	96.0	98.2
No	0.0	0.0	0.0	0.0	2.6	4.0	1.8
All Ages							
Yes	96.4	94.6	96.5	97.9	96.0	96.0	96.4
No	3.6	5.4	3.5	2.1	4.0	4.0	3.6

Note.--See also Table 19.

TABLE 19

MALE AND FEMALE GRADUATES' IMPRESSIONS OF JCCC
1971 - 1976

	1971		1972		1973		1974		1975		1976		Overall	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F
Quality of Education at JCCC														
Excellent	29%	37%	46%	59%	39%	38%	40%	42%	37%	30%	43%	42%	40%	39%
Above Average	50	44	37	32	47	41	45	47	50	55	37	41	44	46
Average	21	19	14	9	12	16	14	11	13	14	20	16	15	14
Poor	0	0	3	0	2	5	1	0	0	1	0	1	1	1
Quality of non-classroom Experience														
Excellent	8	21	30	20	26	11	14	13	18	20	15	20	18	18
Above Average	46	29	21	35	21	37	34	29	30	30	21	24	27	29
Average	31	43	30	30	40	43	36	45	37	42	49	44	40	42
Poor	15	7	19	15	13	9	16	13	15	8	15	12	15	11
Would recommend JCCC to a friend														
Yes	100	94	91	100	96	97	97	99	95	97	98	94	96	96
No	0	6	9	0	4	3	3	1	5	3	2	6	4	4

Note.--See also Tables 16, 17 and 18.

TABLE 20

RATINGS OF THE QUALITY OF EDUCATION AT JCCC
GIVEN BY GRADUATES FROM DIFFERENT MAJORS*
1971-1976

Major		Rating			
		Excellent	Above Average	Average	Poor
Data Processing	(N=26)	53.9%	42.3%	3.8%	0.0%
Dental Hygiene	(N=23)	52.2	47.8	0.0	0.0
Drafting	(N= 7)	14.3	71.4	14.3	0.0
Electronics	(N= 6)	50.0	33.3	16.7	0.0
Fashion Merchandising	(N=14)	28.6	35.7	35.7	0.0
Law Enforcement	(N=39)	35.9	43.6	20.5	0.0
Marketing & Management	(N= 6)	33.3	33.4	33.3	0.0
Nursing	(N=52)	34.6	46.2	15.4	3.8
Secretarial Careers	(N=22)	50.0	27.3	18.2	4.5
E. M. T.	(N= 1)	0.0	100.0	0.0	0.0
Aviation	(N= 7)	57.1	14.3	14.3	14.3
Journalism	(N=10)	20.0	80.0	0.0	0.0
Medical Secretary	(N= 2)	50.0	0.0	50.0	0.0
Resp. Therapy	(N=11)	36.4	54.5	9.1	0.0
General	(N=116)	39.6	44.0	16.4	0.0
Business	(N=151)	41.0	40.4	17.9	0.0
Communications	(N=32)	40.6	53.1	6.3	0.0
Engineering	(N=24)	54.2	33.3	12.5	0.0
Humanities	(N=28)	32.1	50.0	17.9	0.0
Math	(N=12)	33.3	58.4	8.3	0.0
Natural Science	(N=39)	25.6	51.3	23.1	0.0
Physical Development	(N= 7)	28.6	71.4	0.0	0.0
Social Science	(N=28)	57.1	42.9	0.0	0.0
Overall		39.8	44.5	14.8	0.0

*These are the fields of study reported by the respondents. Majors are not formally declared at JCCC.

TABLE 21

EDUCATIONAL ASPIRATIONS OF JCCC GRADUATES
1971-1976

Question	Graduation Class 1971 (N=30)	1972 (N=57)	1973 (N=86)	1974 (N=146)	1975 (N=177)	1976 (N=205)	Overall (N=701)
Highest degree earned to date:							
Associate	26.7%	40.4%	40.7%	69.2%	93.2%	92.2%	74.3%
Bachelor's	70.0	50.9	53.5	26.0	5.1	2.9	21.3
Master's	3.3	7.0	3.5	0.7	0.6	1.0	1.7
Specialist	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Ph.D. or Ed.D.	0.0	0.0	0.0	0.0	0.0	0.0	0.0
M.D., D.D., or Div.	0.0	0.0	0.0	0.0	0.0	0.0	0.0
L.L.B. or J.D.	0.0	0.0	0.0	0.0	0.0	0.0	0.0
B.D. or M. Div.	0.0	0.0	0.0	0.7	0.0	0.0	0.1
Other	0.0	1.7	0.0	2.1	0.6	0.0	0.7
No response	0.0	0.0	2.3	1.3	0.5	3.9	1.9
Highest degree intended to earn:							
Associate	3.3	7.0	10.5	13.0	11.3	11.7	11.0
Bachelor's	50.0	33.3	30.2	40.4	42.4	42.0	39.9
Master's	30.0	36.8	40.7	29.5	31.6	30.2	32.2
Specialist	0.0	1.8	1.2	2.1	0.6	1.0	1.1
Ph.D. or Ed.D.	10.0	8.8	3.5	4.1	5.1	6.3	5.6
M.D., D.O., D.D.S., D.V.M.	0.0	0.0	4.7	0.7	1.1	2.0	1.6
L.L.B., or J.D.	0.0	3.5	2.3	4.8	6.2	1.0	3.4
B.D. or M.Div.	3.3	1.8	1.2	0.7	0.0	0.0	0.6
Other	0.0	1.8	1.2	0.0	0.6	1.5	0.9
No response	3.4	5.2	4.5	4.7	1.1	4.3	3.7

Note.--See also Tables 22 and 23.

TABLE 22

DEGREE ASPIRATIONS OF JCCC GRADUATES
BY SELECTED AGE GROUPS
1971 - 1976

Highest Degree Intended to Earn	Graduation Class 1971	1972	1973	1974	1975	1976	Overall
Ages 20 or Less							
Associate	0.0%	10.3%	2.3%	16.7%	8.8%	13.2%	10.3%
Bachelor's	61.5	34.5	32.6	33.3	38.0	45.6	38.7
Master's or Higher	38.5	55.2	65.1	50.0	53.2	41.2	51.0
Ages 21 - 29							
Associate	0.0	0.0	28.6	17.4	10.7	9.0	11.9
Bachelor's	77.8	41.2	38.1	41.3	42.9	37.2	41.4
Master's or Higher	22.2	58.8	33.3	41.3	46.4	53.8	46.7
Ages 30 - +							
Associate	14.3	12.5	11.1	3.0	17.5	16.0	12.8
Bachelor's	0.0	25.0	22.2	60.6	52.5	52.0	46.8
Master's or Higher	85.7	62.5	66.7	36.4	30.0	32.0	40.4

Note.--See also Tables 21 and 23 Those who did not respond were eliminated from this analysis.

TABLE 23

EDUCATIONAL ASPIRATIONS OF MALE AND FEMALE
JCCC GRADUATES
1971 - 1976

Highest Degree Intended to Earn	1971		1972		1973		1974		1975		1976		Overall	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F
Associate	7%	0%	6%	9%	8%	14%	7%	20%	3%	20%	9%	14%	6%	16%
Bachelor's	57	44	43	18	27	35	37	44	48	37	44	41	42	38
Master's	22	37	26	55	45	35	33	25	29	34	31	30	32	33
Specialist	0	0	3	0	0	3	1	3	0	1	2	0	1	1
PH.D. or Ed.D.	7	13	6	14	4	3	7	1	6	5	10	4	7	4
M.D., D.O., D.D.S., or D.V.M.	0	0	0	0	6	3	0	1	2	0	1	3	2	1
LL.B or J.D.	0	0	6	0	4	0	8	1	9	3	2	0	6	1
B.D. or M. Div.	7	0	3	0	2	0	1	0	0	0	0	0	1	0
Other	0	0	3	0	2	0	0	0	1	0	1	2	1	1
No Response	0	6	4	4	2	7	6	5	2	0	0	6	2	5

Note.--See also Tables 21 and 22.

TABLE 24

EMPLOYMENT OF JCCC GRADUATES AFTER GRADUATION
1971 - 1976

Employment	Graduation Class 1971 (N=30)	1972 (N=57)	1973 (N=86)	1974 (N=146)	1975 (N=177)	1976 (N=205)	Overall (N=701)
Have you been employed outside the home since graduating from JCCC?							
No, was not able to find suitable position	0.0%	0.0%	2.3%	1.4%	1.1%	2.0%	1.4%
No, prefer not to work at this time	0.0	1.8	0.0	0.0	1.1	7.3	2.6
No, am attending school	3.3	0.0	3.5	7.5	11.3	8.3	7.4
Yes	93.4	98.2	91.9	89.7	85.4	80.0	86.9
No Response	3.3	0.0	2.3	1.4	1.1	2.4	1.7
If Employed: Has majority been full or part-time?							
Full-time	92.9	83.9	78.5	66.4	61.3	78.5	72.8
Part-time	7.1	16.1	21.5	33.6	38.7	21.5	27.2
Has employment been related to training at JCCC?							
Yes	63.0	69.1	60.8	58.0	51.7	53.7	56.9
No	37.0	30.9	39.2	42.0	48.3	46.3	43.1
Did training at JCCC provide adequate preparation for job?							
Yes	69.6	69.2	71.4	67.2	63.0	64.6	66.4
No	30.4	30.8	28.6	32.8	37.0	35.4	33.6

TABLE 25

COLLEGES ATTENDED AFTER JCCC BY
JCCC GRADUATES 1971-75

College attended since JCCC Graduation	Graduation Class 1971	1972	1973	1974	1975	Overall	Transfer Students only
Attended College	76.7%	77.2%	72.1%	69.9%	70.1%	71.6%	
Kansas University	(26.7)	(21.1)	(11.6)	(18.5)	(20.9)	(19.0)	26.5%
Kansas State	(6.7)	(12.3)	(15.1)	(9.6)	(11.9)	(11.5)	16.1
Wichita	(0.0)	(1.8)	(0.0)	(2.1)	(0.0)	(0.8)	1.1
Emporia	(16.7)	(10.5)	(0.0)	(1.4)	(5.1)	(4.4)	6.1
Fort Hays	(0.0)	(1.8)	(0.0)	(0.0)	(0.0)	(0.2)	0.3
Pittsburgh	(0.0)	(0.0)	(0.0)	(0.7)	(1.7)	(0.8)	1.1
Private Kansas 4-year	(3.3)	(3.5)	(8.1)	(2.1)	(2.3)	(3.4)	4.8
Avila	(6.7)	(8.8)	(12.8)	(11.6)	(12.4)	(11.5)	16.1
Rockhurst	(6.7)	(5.3)	(1.2)	(6.2)	(1.7)	(3.6)	5.0
U.M.K.C.	(3.3)	(7.0)	(10.5)	(8.2)	(5.6)	(7.3)	10.2
Other Missouri 4-year	(0.0)	(0.0)	(7.0)	(0.7)	(2.3)	(2.2)	3.1
Other 4-year	(3.3)	(3.5)	(4.7)	(5.5)	(5.1)	(4.8)	6.7
Kansas Community Colleges	(0.0)	(0.0)	(0.0)	(0.7)	(0.0)	(0.2)	0.3
Metropolitan Community Colleges	(0.0)	(0.0)	(0.0)	(0.7)	(0.6)	(0.4)	0.6
JCCC	(0.0)	(1.8)	(0.0)	(0.0)	(0.0)	(0.2)	0.3
Name not given	(3.3)	(0.0)	(1.2)	(2.1)	(0.6)	(1.2)	1.7
Haven't attended another college	23.3	22.8	27.9	30.1	29.9	28.4	-

Note.--See also Table 26.

TABLE 26

COLLEGE ATTENDANCE AFTER GRADUATION FROM JCCC
BY SELECTED AGE GROUPS AND SEX
1971-1975

Have attended (or will be attending this fall) any college since JCCC Graduation	1971	1972	1973	1974	1975	Overall
Ages 20 or Less						
Yes	78.6%	76.7%	86.0%	83.6%	81.3%	82.0%
No	21.4	23.3	14.0	16.4	18.7	18.0
Ages 21 - 29						
Yes	66.7	83.3	54.5	64.6	63.2	64.9
No	33.3	16.7	45.5	35.4	36.8	35.1
Ages 30 - +						
Yes	85.7	66.7	61.9	54.1	57.5	59.6
No	14.3	33.3	38.1	45.9	42.5	40.4
Males						
Yes	71.4	74.3	79.6	80.0	74.4	76.8
No	28.6	25.7	20.4	20.0	25.6	23.2
Females						
Yes	81.3	81.8	62.2	59.2	65.5	65.7
No	18.7	18.2	37.8	40.8	34.5	34.3
Overall						
Yes	76.7	77.2	72.1	69.9	70.1	71.6
No	23.3	22.8	27.9	30.1	29.9	28.4

Note.--See also Table 25.

TABLE 27

DIFFICULTIES ENCOUNTERED BY JCCC GRADUATES
AT THEIR TRANSFER SCHOOLS
1971-1975

Difficulty	Graduation Class 1971 (N=23)	1972 (N=43)	1973 (N=60)	1974 (N=97)	1975 (N=111)	Overall (N=334)
Felt JCCC course work did not provide an adequate background	8.7%	25.0%	11.7%	13.3%	14.4%	14.6%
Had difficulty transferring courses from JCCC to transfer school	21.7	18.6	21.3	26.5	20.9	22.4
Experienced difficulties adjusting to new environment at transfer school	27.3	20.5	23.7	32.7	30.6	28.4
Reasons cited for coursework difficulties:						
More competition for grades at transfer school	26.1	22.7	16.7	40.4	30.6	29.7
More distractions	17.4	15.9	10.0	23.2	23.4	19.6
Larger classes	26.1	20.5	20.0	26.3	36.0	27.6
Leaving home	13.0	4.5	16.7	17.2	19.8	16.0
Adjusting to dorm, apartment or fraternity/sorority living	17.4	9.1	18.3	19.2	22.5	18.7
Courses are more difficult	26.1	25.0	35.0	37.4	36.9	34.4
Class attendance requirements are more strigent	8.7	11.4	8.3	14.1	11.7	11.6
JCCC preparation inadequate	13.0	13.6	5.0	16.2	8.1	11.0
Had no difficulties	39.1	54.5	48.3	35.4	29.7	38.6

Note.--More than one response was permitted, so percentages will exceed 100% when added.

TABLE 28

RELATIONSHIP BETWEEN JCCC GPA AND
TRANSFER GPA FOR JCCC GRADUATES
1971-1976

JCCC GPA	Transfer GPA				
	Under 2.00	2.00-2.49	2.50-2.99	3.00-3.49	3.50-4.00
3.50 - 4.00 (N=154)	0.0	1.3%	9.1%	28.6%	61.0%
3.00 - 3.49 (N=106)	0.0	5.7	31.1	53.8	9.4
2.50 - 2.99 (N=67)	6.0	16.4	47.7	22.4	7.5
2.00 - 2.49 (N=13)	0.0	38.5	46.1	7.7	7.7

Note 1.--The percentages for each row add to 100.0%. For example, of the 106 JCCC graduates with a JCCC GPA 3.00-3.49, 53.8% maintained a similar GPA at the transfer institution, 9.4% had a higher GPA (3.50-4.00), 31.1% had a GPA of 2.50-2.99 and 5.7% had a GPA of 2.00-2.49.

Note 2.--See also Table 29.

TABLE 29

TRANSFER SCHOOL DATA FOR JCCC
GRADUATES WHO DID TRANSFER
1971 - 1975

Transfer School Characteristic	Graduation Class 1971	1972	1973	1974	1975	Overall
JCCC Grade Point Average						
3.50 - 4.00	34.8%	43.2%	40.3%	49.0%	45.2%	44.4%
3.00 - 3.49	39.1	27.3	35.5	28.0	30.6	30.9
2.50 - 2.99	21.7	25.0	19.4	20.0	21.0	21.0
2.00 - 2.49	4.4	4.5	4.8	3.0	3.2	3.7
Mean JCCC GPA	3.27	3.30	3.21	3.37	3.34	3.33
Transfer School GPA						
3.50 - 4.00	26.1%	33.3%	26.7%	35.1%	32.4%	31.8%
3.00 - 3.49	43.5	35.8	36.6	29.9	34.3	34.3
2.50 - 2.99	26.1	21.4	31.7	22.7	26.1	25.5
2.00 - 2.49	0.0	9.5	5.0	11.3	5.4	7.2
Under 2.00	4.3	0.0	0.0	1.0	1.8	1.2
Mean Transfer GPA	3.17	3.21	3.18	3.18	3.20	3.19
Have failed a course at transfer school	4.3%	11.4%	8.3%	12.2%	9.1%	9.8%

Note.--See also Table 28.

TABLE 29

TRANSFER SCHOOL DATA FOR JCCC
GRADUATES WHO DID TRANSFER
1971-1975
(Continued)

Transfer School Characteristic	Graduation Class 1971	1972	1973	1974	1975	Overall
Status at Transfer School						
Have graduated	82.6%	75.0%	71.6%	35.7%	*	57.8%
Still enrolled	4.4	13.6	16.7	53.0	*	30.7
Not currently enrolled but planning to return	13.0	9.1	5.0	8.2	*	8.0
Not planning to return	0.0	2.3	6.7	3.1	*	3.5
Major at Transfer School						
Same as JCCC Major	26.1	50.0	52.5	52.5	52.9	50.6
Similar to JCCC Major	43.5	40.9	35.6	31.3	30.3	33.7
Unrelated to JCCC Major	30.4	9.1	11.9	16.2	16.8	15.7
Instruction Quality at JCCC						
Was superior to that at transfer school	22.7	34.1	18.3	28.4	31.5	28.0
Was not different	59.1	53.7	63.3	52.6	48.7	53.8
Was inferior to that at transfer school	18.2	12.2	18.3	19.0	19.8	18.2

Note.--See also Table 28.

*These data are not presented for the class of 1975 since two years would be expected between JCCC graduation and transfer school graduation.

APPENDIX

1. Survey Instrument and Cover Letter
2. Graduate and Respondent Summary by Sex

JOHNSON COUNTY COMMUNITY COLLEGE • College Boulevard at Quivira Road • Overland Park, Kansas 66210 • AC 913-888-8500
Office of the President

July 28, 1976

Dear JCCC Graduate:

We at Johnson County Community College are constantly striving to improve the quality of services offered at the College. Such an undertaking, though, would not be possible without your cooperation.

As a graduate of the College, you are in a position to provide valuable insights about its functioning. You know, through experience, those areas which are strong and those that may need strengthening. By assisting us in the follow-up of former students, you have the opportunity to help the College move forward and better serve its students.

The Office of Institutional Research will compile all the responses received and make recommendations, based on those responses, which will help determine future policy. These recommendations will be valid only to the extent that they reflect the opinion of all graduates, so I urge each of you to take the time to complete and return the questionnaire in the enclosed postage-paid envelope. Your responses will be greatly appreciated and will, of course, remain completely confidential.

Thank you for your time and cooperation.

Sincerely,

John E. Creek
President

JEC/cr

APPENDIX

GRADUATE AND RESPONDENT
SUMMARY BY SEX

Graduation Class	Graduates			Respondents		
	Male	Female	Total	Male	Female	Total
1971	104	72	176	14	16	30
1972	165	90	255	35	22	57
1973	253	160	413	49	37	86
1974	295	210	505	75	71	146
1975	292	232	524	90	87	177
1976	277	259	536	94	111	205
Total	1386	1023	2409	357	344	701

Note.--There was a higher percentage of females than males who returned the questionnaire ($\chi^2 = 10.76$, d.f. = 1, $p < .01$). However, the difference in response rates for males and females was relatively constant for all six classes ($\chi^2 = 4.65$, d.f. = 5, $p > .25$) and inferences regarding trends should be valid.

JOHNSON COUNTY COMMUNITY COLLEGE
GRADUATE FOLLOW-UP

As part of its on-going evaluation process, JCCC periodically seeks input from former students. Your opinions and perceptions about the College will assist the staff in making changes that will help meet future student needs. You, as a JCCC graduate, are someone whose opinion is very important to us. The information provided will remain confidential and will be compiled entirely by our Office of Institutional Research.

1. What is your age? _____

2. What is your sex? _____

3. Are you a high school graduate?
   ____ 1. yes Which high school? _____ Year? _____
   ____ 2. no
   ____ 3. GED Year passed GED? _____

4. What was your main reason for attending JCCC?
   ____ 1. to prepare for transfer to a four-year college or university
   ____ 2. to prepare for job placement or advancement
   ____ 3. to gain a general education and an appreciation of ideas
   ____ 4. self-understanding and personal development
   ____ 5. Veteran's benefits
   ____ 6. other (please specify) _____

5. Why did you choose JCCC rather than some other college? How important was each reason in deciding to come here? (Mark one answer for each statement)

	Very Important	Somewhat Important	Not Important
My relatives wanted me to come here			
This college has a very good reputation			
Because of low tuition			
Someone who had been here before advised me to go			
Thought it would be easier than other schools			
I was not accepted anywhere else			
My guidance counselor advised me to go			
This college was close to home			
Because of the special educational programs offered ..... (specify) _____			
Other (specify) _____			

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(Please turn to reverse side)

6. If you attended any other two-year or four-year college or university prior to enrolling at JCCC for the first time, please indicate the name(s) of the school(s), _____ and the number of credit hours completed at these schools: _____

7. Were you employed prior to attending JCCC?
   ____ 1. full-time (30 hours or more per week)
   ____ 2. part-time
   ____ 3. summers only
   ____ 4. no

8. Were you employed during the time you attended JCCC?
   ____ 1. full-time (30 hours or more per week)
   ____ 2. part-time
   ____ 3. summers only
   ____ 4. no

9. Indicate by F, P, or S which of the following semesters you attended JCCC, where F = enrolled for 12 or more hours, P = enrolled for 8 to 11 hours, and S = enrolled for less than 8 hours.

	1969	1970	1971	1972	1973	1974	1975	1976
Spring	XX	____	____	____	____	____	____	____
Summer	XX	____	____	____	____	____	____	____
Fall	____	____	____	____	____	____	____	XX

10. How many total credit hours did you take at JCCC? _____

    When did you graduate from JCCC? _____

11. What was your major field of study? _____

12. Did you take any courses at JCCC
    a. under the credit/no credit grading system? ____ yes ____ no
    b. offered via television? ____ yes ____ no
    c. through the Brown and Gold Club? ____ yes ____ no
    d. that were non-credit courses? ____ yes ____ no

13. What was your overall GPA at JCCC?
    ____ 1. 3.50-4.00
    ____ 2. 3.00-3.49
    ____ 3. 2.50-2.99
    ____ 4. 2.00-2.49
    ____ 5. Under 2.00

    If you know your exact GPA from JCCC, please enter it here _____

14. In terms of your goals, how would you rate the overall quality of the education you received at JCCC?
    ____ 1. excellent
    ____ 2. above average
    ____ 3. average
    ____ 4. poor

15. How would you rate your overall non-classroom experiences at JCCC?
____ 1. excellent
____ 2. above average
____ 3. average
____ 4. poor

16. What is the highest degree you have earned to date?
____ 1. Associate (A.A. or equivalent)
____ 2. Bachelor's (B.A., B.S., etc.)
____ 3. Master's (M.A., M.S., etc.)
____ 4. Specialist Degree (Ed.S.)
____ 5. Ph.D. or Ed.D.
____ 6. M.D., D.O., D.D.S., or D.V.M.
____ 7. LL.B. or J.O. (Law)
____ 8. B.D. or M.Div. (Divinity)
____ 9. other (please specify) _____

17. What is the highest degree you intend to earn?
____ 1. Associate (A.A. or equivalent)
____ 2. Bachelor's (B.A., B.S., etc.)
____ 3. Master's (M.A., M.S., etc.)
____ 4. Specialist Degree (Ed.S.)
____ 5. Ph.D. or Ed.D.
____ 6. M.D., D.O., D.D.S., or D.V.M.
____ 7. LL.B. or J.O. (Law)
____ 8. B.D. or M.Div. (Divinity)
____ 9. other (please specify) _____

18. What is your ultimate career goal (i.e., what occupation do you intend to pursue)? _____

19. Have you attended (or will be attending this fall) any two year or four year college or university since graduating from JCCC?
____ 1. yes
____ 2. no, skip to question 31

20. What school(s) have you attended since leaving JCCC (or will be attending this fall)? _____

NOTE: If you graduated from JCCC this year, please skip to Question 32.

21. How many college hours have you completed since graduating from JCCC?
_____

22. How is your major at your transfer school related to your major field of study while at JCCC?
____ 1. major at transfer school is same as at JCCC
____ 2. major at transfer school is similar to JCCC major
____ 3. major at transfer school is unrelated to JCCC major

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(Please turn to reverse side)

23. What is your overall GPA at your transfer school(s) since leaving JCCC?

____ 1. 3.50-4.00
____ 2. 3.00-3.49
____ 3. 2.50-2.99
____ 4. 2.00-2.49
____ 5. below 2.00

If you know your exact GPA at the transfer school, please enter it here _____

24. Have you failed any course(s) since transferring from JCCC?

____ 1. yes
____ 2. no

If yes, what do you feel was the reason? _____

_____

_____

25. Do you feel that the instruction you received at JCCC provided you with an adequate background for your course work at your transfer school(s)?

____ 1. yes
____ 2. no

If no, in what area was JCCC instruction inadequate? _____

_____

_____

26. How does the quality of instruction at JCCC compare with that at your transfer school(s)?

____ 1. instruction at JCCC is superior to that at transfer school(s)
____ 2. no differences
____ 3. instruction at JCCC is inferior to that at transfer school(s)

27. Did you have any difficulty transferring courses from JCCC to your transfer school?

____ 1. yes
____ 2. no

If yes, please specify what the difficulty was _____

_____

_____

_____

_____

28. Did you experience any difficulties in adjusting to the new environment at your transfer school(s)?

____ 1. yes
____ 2. no

If yes, please specify what the difficulties were: _____

_____

_____

_____

_____

29. The following are sometimes cited by students as possible reasons for having coursework difficulties when they transfer from a community college to a four-year institution. If you feel that any of these may have detracted from your classroom performance at the transfer school, check those that apply to you. If you check more then one reason, number them 1, 2, 3, etc., with 1 denoting the most important reason, 2 denoting the second most important reason, etc.

____ 1. more competition for grades than at JCCC
____ 2. preparation at JCCC was inadequate
____ 3. more distractions, e.g., increased social life, parties, etc.
____ 4. larger classes
____ 5. leaving home
____ 6. adjusting to dorm, apartment or fraternity/sorority living
____ 7. courses are more difficult
____ 8. class attendance requirements more stringent at transfer school
____ 9. other (please specify) _____
_____
_____
____10. had no difficulties

30. Did you graduate from your transfer school?

____ 1. yes
____ 2. no, I am still enrolled
____ 3. no, but I intend to return and complete degree requirements
____ 4. no, and presently don't plan to return

31. Have you attended a vocational/technical school since graduating from JCCC?

____ 1. yes
____ 2. no
If yes, which one(s) _____

32. Have you been employed outside the home since graduating from JCCC?

____ 1. no, was not able to find a suitable position
____ 2. no, prefer not to work at this time
____ 3. no, am attending school
____ 4. yes
If yes:

Has the majority of your employment been
____ 1. full-time, or
____ 2. part-time?

Has any of your employment been related to your training at JCCC?
____ 1. yes
____ 2. no

Did your education at JCCC adequately prepare you for your job?
____ 1. yes
____ 2. no
If no, what was lacking? _____
_____
_____
_____

(Please turn to reverse side)

33. Would you recommend JCCC to a friend?

____ 1. yes

____ 2. no

If no, please specify why not: _____

_____

_____

_____

34. What did you like most about your education at JCCC?

35. What did you like least about your education at JCCC?

36. If you could have changed anything you wanted at JCCC, what would it have been?

37. Any additional comments or suggestions would be greatly appreciated.

UNIVERSITY OF CALIF.
LOS ANGELES

JUL 29 1977

CLEARINGHOUSE FOR
JUNIOR COLLEGES

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